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ABSTRACT

The major programs sponsored by the Division of Vocational Education assisting career development in New Jersey are identified and briefly described. The stated objectives of career development are: identification of a variety of occupational opportunities, development of a number of career alternatives, demonstration of job responsibility, acquisition of a job-oriented value system, implementation of career decisions, and evaluation of results. The programs and services offered in the State are listed for preschool through post secondary and adult levels. They are designed to accomplish the objectives by providing: (1) exploratory experiences; (2) integrated vocational and academic education; (3) assessment of interests, aptitudes, and abilities; (4) opportunities for the development of good work habits and attitudes; and (5) occupational skill training. Thirty-six major programs and services are listed alphabetically with designated grade levels and descriptions which define the purposes and activities involved for each. Specialized statewide services are also outlined including: county career education coordinators, teacher education and training, curriculum management center, occupational resource center, and center for consumer education services. (Author/MS)

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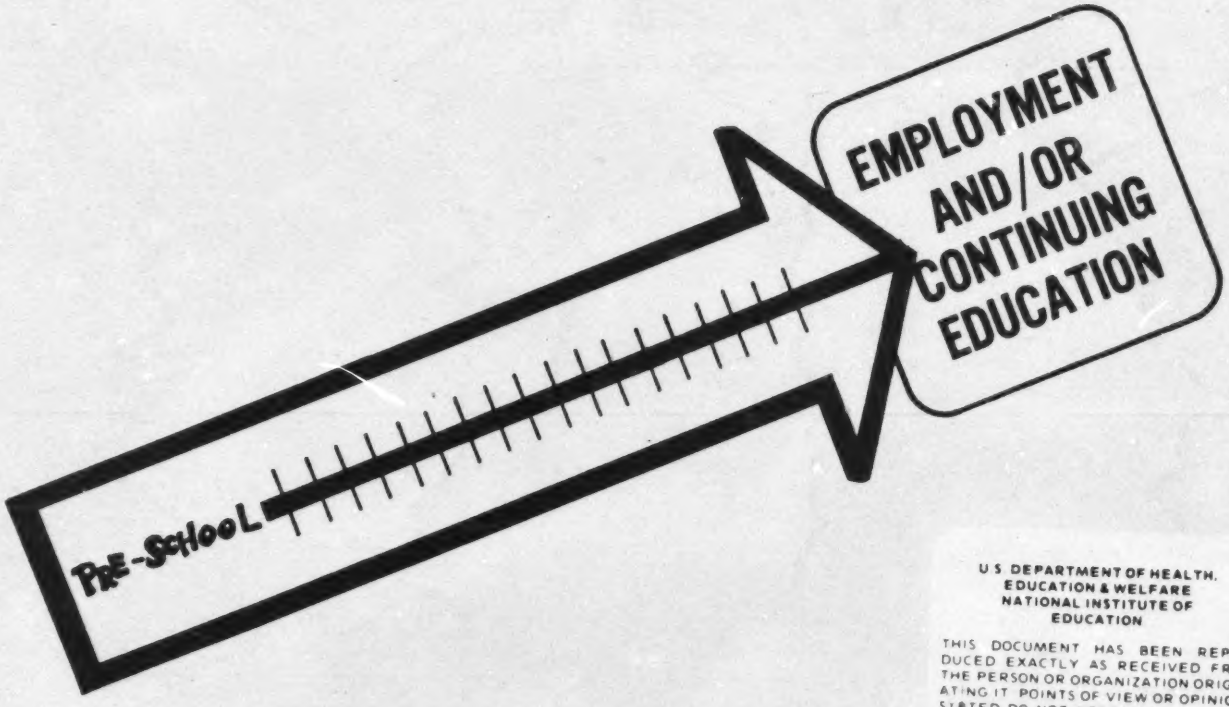
CAREER DEVELOPMENT

THROUGH NEW JERSEY VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AND SERVICES



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CAREER DEVELOPMENT IS . . .

Career development is a planned series of learning experiences under the auspices of the school to assist students to realize the following objectives:

1. identification of a variety of occupational opportunities
2. development of a number of career alternatives
3. demonstration of job responsibility
4. acquisition of a job-oriented value system
5. implementation of career decisions
6. evaluation of results

These objectives are accomplished by providing:

1. exploratory experiences
2. integrated vocational and academic education
3. assessment of interests, aptitudes and abilities
4. opportunities for the development of good work habits and attitudes
5. occupational skill training

BECAUSE EACH PERSON'S CAREER IS UNIQUE . . .

With each new school year, a wide variety of programs with a career development focus offer more and more New Jersey students important opportunities for exploration and growth.

From pre-school through adulthood, each individual can be assisted by such programs to make measureable progress in these six dimensions:

- educational/occupational skills
- career-awareness
- self-awareness
- work attitudes and habits
- decision-making process
- socio-economic and technological understandings

This paper identifies and briefly describes the major programs sponsored by the Division of Vocational Education assisting career development in the State of New Jersey at this time.

Many other program elements which contribute to the total "Career Education" spectrum are being conducted by the other Divisions of the New Jersey State Department of Education.

1. MAJOR PROGRAMS AND SERVICES

(Details concerning the following programs and services will be found in Section 2, which lists them in alphabetical order and provides brief descriptions.)

A. PRE-SCHOOL . . .

This is a period of exploration and self discovery. The individual behavioral patterns are developed by providing opportunities for self-expression in coping with the environment.

Program Areas
Home Economics and Consumer Education

Integrated Thrusts
Technology for Children

Services:
Career Resource Center

B. ELEMENTARY . . .

Emphasis is on the reflections of one's environment, the impact of technology, understanding the world of work and the dignity of work. Other sixth grade programs are listed under the Middle School listing.

Program Areas	
Home Economics and Consumer Education	Gr. K-6
Industrial Arts	Gr. K-6
Integrated Thrusts	
Career Awareness (All Curriculum Areas)	Gr. 5-6
Technology for Children	Gr. K-6
Services:	
Career Exploration Clubs	Gr. K-6
Career Guidance	Gr. K-6
Career Resource Center	Gr. K-6

C. MIDDLE SCHOOL AND/OR JUNIOR HIGH SCHOOL . . .

Career orientation, exploration and motivation are on a more sophisticated level, leading to greater specificity based on expanded knowledge of skill potential and greater self-awareness.

Program Areas	
Agriculture/Agribusiness/Natural Resources Education	Gr. 9
Business Education	Gr. 7-9
Health Occupations Orientation	Gr. 7-9
Home Economics and Consumer Education	Gr. 6-9
Industrial Arts	Gr. 6-9
Introduction to Vocations	Gr. 6-9
Integrated Thrusts	
Career Awareness (All Curriculum Areas)	Gr. 7-9
Consumer Education	Gr. 6-9
Services:	
Career Exploration Clubs	Gr. 6-9
Career Guidance	Gr. 6-9
Career Resource Center	Gr. 6-9
Job Placement	Age 14 and above
Youth Leadership Development	Gr. 6-9
For the Handicapped and Disadvantaged:	
Special Needs Programs	
Cooperative Industrial Education (All types)	Age 16 and above
Coupled Work Study	Age 15-20
Employment Orientation	Gr. 7-9
Modified Regular Programs	Gr. 6-9
Work Experience Career Exploration Program (WECEP) (Cooperative Program)	Age 14-15
Work Study	Age 15-20

Services:

Career Guidance	Gr. 6-9
Career Exploration Clubs	Gr. 6-9
Career Resource Center	Gr. 6-9
Job Placement	Age 16 and above
Special Services for Special Needs Students	Gr. 6-9
Youth Leadership Development	Gr. 6-9

D. HIGH SCHOOL . . .

Included are orientation, motivation, evaluation, in-depth study, human development, and the testing of tentative career choices. This is an expanding development of specific job skills and placement (to a job, continuing education, military service, home, etc.)

Program Areas

Agriculture/Agribusiness/Natural Resources Education	Gr. 9-12
Business Education	Gr. 9-12
Cooperative Vocational Education: Six Disciplines	Gr. 9-12
Distributive Education	Gr. 10-12
Employment Orientation	Gr. 9-12
Health Occupations Education	Gr. 9-12
Health Occupations Orientation	Gr. 9-12
Home Economics and Consumer Education	Gr. 9-12
Industrial Arts	Gr. 9-12
Intensive Educational Preparation	Gr. 12
Intensive Occupational Preparation	Gr. 9-12
Introduction to Vocations	Gr. 9-10
Technical Education	Gr. 11-12
Vocational Industrial Education	Gr. 9-12

Integrated Thrusts

Career Awareness (All Curriculum Areas)	Gr. 9-12
Consumer Education	Gr. 9-12

Services:

Career Exploration Clubs	Gr. 9-12
Career Guidance	Gr. 9-12
Career Resource Center	Gr. 9-12
Job Placement	Gr. 9-12
Youth Leadership Development	Gr. 9-12

For the Handicapped and Disadvantaged:

Special Needs Programs

Cooperative Employment Orientation (C.I.E. type #3)	Age 16 and above
Cooperative Industrial Occupations (C.I.E. type #2)	Age 16 and above
Coupled Work Study	Age 15 to 20
Employment Orientation	Gr. 9-12
Modified Regular Programs	Gr. 9-12
Work Experience Career Exploration Program	Age 14 to 15
Work Study	Age 15 to 20

Services:

Career Guidance	Gr. 9-12
Career Resource Center	Gr. 9-12
Job Placement	Gr. 9-12
Special Services for Special Needs Students	Gr. 9-12
Youth Leadership Development	Gr. 9-12

E. POST SECONDARY AND ADULT . . .

Education and work are blended in a continuous proces to assist individuals in meeting their career developmen needs.

Program Areas

- Agriculture/Agribusiness/Natural Resources Education
- Business Education
- Cooperative Vocational Education: Six Disciplines
- Distributive Education
- Employment Orientation
- Health Occupations Education
- Home Economics and Consumer Education
- Industrial Arts
- Intensive Educational Preparation
- Introduction to Vocations
- Technical Education
- Vocational Industrial Education

Services:

- Career Guidance
- Career Resource Center
- Job Placement
- Special Services for Special Needs Students
- Youth Leadership Development

2. DESCRIPTIONS OF MAJOR PROGRAMS AND SERVICES

(This section provides details about the various programs and services listed in Section 1.)

Agriculture/Agribusiness/Natural Resources Education (Grades 9-12, Post Secondary and Adult)

Agriculture/Agribusiness/Natural Resources Education incorporates the scientific and occupational skills relating to the production, processing, distribution and marketing of agricultural products.

Agribusiness includes the following aspects related to agricultural products: research and development; sales, service and repair of machinery and equipment; and sales of supplies and materials.

Agriculture also includes the industry related to the production and use of ornamental plants in the environment, including the development and maintenance of turf and recreational areas.

Natural Resources Education includes the conservation and management of forests, grasslands, soils, fisheries and wildlife, and the preservation of water quality.

Business Education (Grades 7-12, Post Secondary, and Adult)

Office Occupations programs are designed to prepare students for a wide variety of job tasks. The programs

offer organized experiences designed to enable the student to acquire skills that will be needed for employment, to give an opportunity to obtain knowledge in areas related to these skills, and to provide an opportunity to acquire the attitudes and work habits needed for success in employment. Included in these programs are opportunities for Cooperative Office Education experiences.

Career Awareness (All Curriculum Areas) (Grades 5-12)

The needs of the student – including basic education skills, career awareness, self-awareness, appreciation, work attitudes, habits, decision-making ability, and socio-technological, economic understanding – are identified and integrated in all curriculum areas, including counseling.

Career Guidance (K-Adult)

Career counseling and guidance serves to assist the student in identifying his or her present level of career development, determining its appropriateness and developing options for attending to needs. Services include counseling (individual and group), testing and coordinating efforts with teachers, parents, community, industry and labor.

A data retrieval system has been begun to provide staff with information concerning: career experiences for students pertinent to their broad career orientation at the elementary and secondary level; vocational education for students not previously enrolled in it; and job/education placement and career counseling.

Career Exploration Clubs (Grades K-12)

Many students can find and develop special interests in "club" settings. Teachers with varied backgrounds and abilities provide such needed opportunities.

Introduction to Vocations materials can be invaluable since they offer already prepared cycles, while Technology for Children "episodes" provide a format for clubs for younger children.

Clubs can be organized for all levels – elementary, middle school, secondary. The list of possible areas should be determined by students/teacher interests, facilities, other resources, and appropriate time to conduct the programs.

Career Resource Center (Pre-School - Adult)

A local career resource center is a team of specialists providing management and support services important to the effective implementation and operation of a comprehensive career development program.

Typically, the career resource center team provides these basic services:

- coordination of school, home and community career development goals and objectives;
- in-service staff development;
- identification and utilization of community resources;
- media support for career dimensions throughout the curriculum; and
- creative interpretive and technical services to teachers, administrators and students.

Staffing commonly includes a center coordinator, an audio-visual media coordinator and a school-industry cooperation coordinator.

Ideally, the career resource center is located near a high activity area of the school and adjacent to or part of the school media center (the school library) and/or the guidance operations.

Consumer Education (Grades 6-12 and Adult)

Consumer Education is the development of the individual in the skills, concepts and understandings required for everyday living, to achieve within the framework of his own values, maximum utilization of the satisfaction from his resources.

The scope of Consumer Education is so broad that it cannot be adequately covered in one or two disciplines. Every subject area included in present day curriculum organization has an important contribution to make in programs of Consumer Education.

Cooperative Employment Orientation (C.I.E. type #3) (See paragraph two under Cooperative Vocational Education, where all three types are described). The program serves pupils classified as handicapped.

Cooperative Industrial Education (See paragraph two under Cooperative Vocational Education, where three types are described).

Cooperative Industrial Occupations (C.I.E. type #2) (See paragraph two under Cooperative Vocational Education, where all three types are described). Most jobs in which pupils are placed are below the level of skilled trades and are therefore suitable for disadvantaged pupils who lack the skills to become craftsmen.

Cooperative Trade Occupations (C.I.E. type #1) (See paragraph two under Cooperative Vocational Education, where all three types are described.) Most jobs in which pupils are placed are skilled trades and may lead to an apprenticeship after graduation.

Cooperative Vocational Education: Six Disciplines (Age 16 and above) (High School, Post Secondary and Adult)

Cooperative Vocational Education is a program which allows a pupil to spend half time in school and half time on the job under supervision by the school. During the in-school portion, one period of related instruction conducted by the respective Cooperative Education Coordinator is required daily. Cooperative programs are conducted in the following educational disciplines: Agriculture, Business and Office, Distributive, Health, Home Economics, and Industrial Education.

Cooperative Industrial Education occurs as three types:

Cooperative Trade Occupations – CIE #1
Most jobs in which pupils are placed are skilled trades and may lead to an apprenticeship after graduation.

Cooperative Industrial Occupations – CIE #2
Most jobs in which pupils are placed are below the level of skilled trades and are therefore suitable for disadvantaged pupils who lack the skills to become craftsmen.

Cooperative Employment Orientation – CIE #3
The program is similar to CIE #2, except that the program serves pupils classified as handicapped.

A pre-C.I.E. program for 14-15 year-olds is in an experimental stage. (See Work Experience Career Exploration Program.)

Coupled Work Study (Age 15-20)

Coupled Work Study programs provide an exploratory vocational training experience for non-vocational needy pupils who by reason of their participation become eligible for work study.

These programs usually operate during the summer with pupils in training for half-time and in paid public employment half-time. See also, Work Study (Age 15-20).

Distributive Education (Grades 10-12, Post Secondary and Adult)

Distributive Education is a supervised cooperative work experience program involving both the business community and the public schools. It provides the student with a combination of theoretical and practical job training; it provides the businessman with capable, mature, and career-minded employees.

Employment Orientation (Grades 7 – Adult)

Employment Orientation is a two-phased program designed primarily for special needs pupils. Phase one provides motivation and evaluation through work simulation in a variety of vocational fields. Phase two follows-up with short term basic skill training in areas which have been previously revealed as appropriate. Once trained in basic skills, the pupil can make several choices, which include entrance into regular shop programs or participation in cooperative education or both.

Health Occupations Education (Grades 9-12, Post Secondary and Adult)

The health occupations programs include: (1) an in-depth study of various occupations permitting the student to make a realistic choice of a health career, (2) skill development, related knowledge and planned supervised clinical experiences, and (3) cooperative education which provides realistic, on-the-job application of skills and knowledge learned.

Health Occupations Orientation (Grades 7-12)

Through an Orientation to Health Occupations Program, the student becomes aware of the broad range of health careers in order to make a more realistic choice of a career within the health field.

Seventeen clusters of related health occupations are presented. Specific career information within each cluster includes a description of the occupation, personal and educational requirements needed, employment opportunities available, and classroom as well as observational experiences in health care facilities in the community.

Home Economics and Consumer Education (Pre-School)

Through Home Economics and Consumer Education curriculum offerings in the child development learning laboratories, learning experiences are included which develop individual growth, self-awareness, and desirable attitudes and behaviors in the school and home.

Home Economics and Consumer Education (Grades K-6)

Through Home Economics and Consumer Education curriculum offerings, learning experiences are included which further develop individual growth, self-awareness, and desirable attitudes and behaviors in the school, home and immediate community. Introduced are appropriate career education modules and career awareness experiences.

Home Economics and Consumer Education (Grades 7-9)

Through Home Economics and Consumer Education curriculum offerings, individualized learning experiences are included which continue to reinforce individual and family growth, self-awareness, and desirable attitudes and behaviors in the school, home, and immediate community. Appropriate career education modules and occupational awareness are introduced. F.H.A. chapters carry out activities supporting the total career development concept.

Home Economics and Consumer Education (Grades 9-12, Post Secondary and Adult)

Occupational and cooperative education programs in Home Economics prepare students for specific employment opportunities in: food services; child care and development careers; clothing, textiles and fashion careers; institutional, hospitality industry and home services careers; housing and home furnishing services; and family and consumer services. The Home Economics and Consumer Education curriculum offerings assist youth in developing necessary competencies in such areas as consumerism, family life, child development and guidance, nutrition education, and home management.

Industrial Arts (Grades K-6)

Industrial Arts Education at this level consists of the basic problem-solving activities which are an essential part of the common learning experiences of all elementary school children. Activities are integrated with the basic units of learning. An understanding of the concept of industry is developed through the use of tools, materials, and processes. Activities may take place in the classroom under the direction of the classroom teacher, or in an organized shop facility under the supervision of an industrial arts specialist.

Industrial Arts (Grades 6-9)

Industrial Arts in the middle school provides students with an understanding of and exposure to concepts and experiences in the trade, industrial and technological aspects of our culture. Students participate in exploratory experiences in such areas as: construction, manufacturing, transportation and communications. An approach may be through the implementation of some of the following programs or program concepts: World of Construction, World of Manufacturing, World of Communications, World of Transportation, American Industries, Industrial Technology, or Industriology.

Industrial Arts (Grades 9-12, Post Secondary and Adult)

Industrial arts at this level provides students with a choice of direction. The student may continue to explore various occupational and educational pursuits or concentrate and develop his knowledge and skills in a selected occupational area or areas. For some students, a broad general technology background is provided; for others, work orientation or pre-employment preparation is emphasized. In addition, opportunities are provided for the development of educational interests.

Intensive Educational Exploration (Grade 12 and Adult)

This program is designed for 12th grade graduating students or adults not previously enrolled in goal-oriented courses and/or committed to a career goal. Students will be given the opportunity to explore vocational/technical educational opportunities in the county college. Upon completion of exploration, orientation will be provided for enrolling in selected areas of continuing education.

Intensive Occupational Preparation (Grades 9-12)

A program designed for students in grades 9-12 who were not previously enrolled in vocational programs but who may choose to explore and select an occupational area for preparation. Entry level skills in the selected area will be provided prior to graduation. The placement coordinator will assist the students in finding jobs and/or continuing education opportunities.

Introduction to Vocations (Grades 6-10, and Adult)

This program is designed to provide good guidance through a broad base of career awareness for students at the junior high or middle school level, typically in the seventh, eighth, and ninth grades, or for suitable groups of adults. Exploratory, manipulative, classroom, and laboratory experiences are offered in a wide range of occupational areas. The resources of business and industry, including trips to the occupational sites and speakers from the community, will help to assist the students with a basis from which they can make more realistic career choices.

Job Placement (Age 14 and above)

Part or full-time job placement for the student who is *not* being served by any other vocational education program. (The part-time job is normally held after school hours and on weekends. The full-time placement may occur during summer months or other vacation time).

Job opportunities can provide students not only with financial resources but also an opportunity to explore their skills and interests which may improve their ability to formulate further career plans.

Job placement is recommended as an integral part of a broad-based guidance and counseling service.

Modified Regular Programs (Grades 6-12)

In order to help special needs pupils (those who are "prevented from succeeding" in regular vocational programs), modified vocational programs may be created which are tailor-made to their needs. These programs must serve only those pupils classified as handicapped or disadvantaged. The program must be significantly different from the regular. Such a difference may be evident in terms of greater emphasis upon basics, a shorter curriculum, more repetition, more individual instruction, smaller classes and/or other variations.

Special Services for Special Needs Students (Grade 6 - Adult)

Supplemental education services are designed to assist students with special needs who are in regular or special programs to overcome effects of disadvantagement or handicapped conditions. These services may include but are not limited to:

- Psychological services to test, diagnose, and evaluate emotional and mental problems.
- Tutorial services.
- Family counseling services related to the vocational program of the student.
- Special services for the disadvantaged, such as bilingual instruction and bi-cultural orientation.
- Special services for the handicapped, such as interpreter services for the deaf, or guide services to the physically handicapped.

Technical Education (Grades 11-12, Post-Secondary, and Adult)

Technical Education is that part of the technological field which requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer, at the end of the spectrum closest to the engineer.

Technology for Children (Pre-School – Grade 6)

Technology for Children is committed to assisting early childhood and elementary school teachers to individualize the teaching-learning situation by providing personalized activity-centered learnings representative of the technological world of work. Occurring mainly in the elementary classroom, these concrete experiences of the real world are integrated into the regular curriculum.

Characterized by an organized plan for teacher's and pupil's growth and self-improvement, Technology for Children extends regular classroom teacher competencies, offers alternate program options by the inclusion of hands-on learning experiences, and functions in self-contained, departmentalized, and open classroom situations.

Vocational Industrial Education (Grades 9-12, Post-Secondary, and Adult)

Vocational Industrial Education is instruction which is planned to develop basic manipulative skills, safety judgement, technical knowledge and related occupational information for the purpose of fitting persons for initial employment in industrial occupations and upgrading or retraining workers employed in industry.

Individuals so trained will engage in occupations concerned with designing, producing, processing, assembling, maintaining, servicing or repairing of any product or commodity.

Work Experience Career Exploration Program (Age 14-15)

WECEP is a cooperative program that is pre-CIE. The age level of students, eligible for enrollment in the program, demands that job placement be in non-hazardous occupations.

The program at present is in an experimental stage. However, evaluations have been made and indications are that recommendations will be made to continue this program.

Work Study (Age 15-20)

Work study is a non-credit financial support program which is designed to help needy vocational pupils to remain in school by providing them with a job outside of school hours, which will help alleviate their financial problems.

Such pupils must be enrolled in vocational programs approved by the Division of Vocational Education and they

must be not more than 20 nor less than 15 years of age. For exploratory vocational training experiences for non-vocational needy pupils, see Coupled Work Study (Age 15-20).

Youth Leadership Development (Grades 6-12, and Adult)

The development of personal and professional characteristics is the thrust of the Youth Leadership Development Program. It allows the student to demonstrate leadership essential for future responsible citizenship and career advancement.

The activities of the vocational youth organizations are an integral part of vocational program instruction. They are designed to supplement, broaden and improve the learning experiences provided to the student.

3. SPECIALIZED STATE-WIDE SERVICES

A. COUNTY CAREER EDUCATION COORDINATORS

The County Career Education Coordinators are representatives of the Department of Education, Division of Vocational Education, working out of the Office of the County Superintendent of Schools, who are responsible for creating, organizing, implementing, promoting and evaluating a county-wide coordinated system of Career Education, K through Adult.

The impact of the Coordinators' services has been felt in the local districts through their guidance in developing and reviewing applications and procedures. They work closely with superintendents, principals, teachers, and the interested public in discussing problems, offering advice, and planning programs related to career development.

Promoting both a long-range and a short-range planning system for career development programs from the elementary level to post-secondary and adult levels is an important part of the Coordinator's task. The key to the development of such a planning system in each county is the functioning of a County Career Education Coordinating Council, composed of county leaders with a broad range of interests and inputs. In addition to the planning function, the County Career Education Coordinating Council also has major contributions to make in conducting needs surveys and in proposing current strategies and allocations of resources.

The County Coordinators are also responsible for conducting detailed surveys of career–oriented programs conducted in each high school and canvassing local businesses and industries to determine the need for additional offerings in terms of occupational programs or the expansion of such programs.

A County Career Education Coordinator is now located in nearly every county. Contact him or her at the office of your County Superintendent of Schools, or contact Mr. Gregory Buontempo, the Director of the County Coordinators of Career Education, located in the Division's Trenton offices (phone 609-292-7490).

B. TEACHER EDUCATION AND TRAINING

Providing for the continued training of teachers and an adequate supply of teacher educators is one of the important objectives of the Division of Vocational Education.

Programs for the preparation and improvement of educational personnel for career development programs are conducted through Rutgers the State University, the state colleges, private colleges, and local education agencies.

In-service education is the area of greatest growth in teacher education. Special workshops are conducted for teacher educators, boards of education, and teacher in-service days. Teachers at every level, guidance counselors, and administrators are involved.

Inquiries concerning training opportunities may be made to the appropriate program specialist in the Division's offices.

C. NEW JERSEY CURRICULUM MANAGEMENT CENTER

The New Jersey Curriculum Management Center for Career and Vocational-Technical Education, located at Building 4103, Kilmer Campus of Rutgers-the State University, is an agency of the Division of Vocational Education. Its three major tasks are:

(1) improve the capability of the Curriculum Laboratory as a curriculum management center for vocational-technical education.
(2) reorient the capability of the New Jersey Curriculum Laboratory as a management center for Career Education curriculum.
(3) provide leadership in regionalizing efforts in curriculum coordination for the Northeast region.

The Curriculum Laboratory staff is composed of six professionals and eight technicians or clerical staff. Their specific tasks are as follows:

(1) maintain a constant liaison with the New Jersey Occupational Resource Center which houses the ERIC system and University Microfilms doctoral dissertations.
(2) develop a follow-up information system as the national curriculum laboratory network becomes more extensive.
(3) coordinate groups in specific curriculum areas, identify subject matter and other content to be included, consider alternative approaches and teaching procedures to be utilized, and recommend appropriate approaches and procedures.
(4) identify and recommend media for curriculum inclusion.
(5) evaluate and field test products and processes.
(6) select appropriate personnel, teams or agencies to handle specific projects with Curriculum Laboratory supervision.
(7) publish a periodic newsletter for state and regional use.
(8) prepare and/or recommend articles for publication.
(9) design and execute exhibits and booths at conferences and conventions.

(10) provide speakers and consultants for appropriate groups and agencies.

D. NEW JERSEY OCCUPATIONAL RESOURCE CENTER, EDISON

- The New Jersey Occupational Resource Center is a forerunner in its field: it is the most comprehensive resource center for occupational information in the state. It is located in Bldg. 871, R.M.C., Plainfield Avenue, Edison, New Jersey 08817. (201) 985-7769

RESOURCES

- ERIC microfiche collection – over 85,000 documents.
- Doctoral Dissertations – over 1500 available on microfilm for loan.
- Periodicals – over 400.
- Document Collection – current, nationwide developments in Vocational/Technical and Career Education.
- Multi-Media software for loan: films – filmstrips – filmloops – transparencies – kits.
- Audio-cassettes – the "Voices for Careers" collection covering all aspects of career development.
- Educational Simulation/Games – the largest collection available for loan in the state.
- Publications – produced by resource center staff: *Feedback – Career Education Progress – Special Papers.*
- Machines for Effective Research – Microfiche reader/printers – cassette duplicating equipment – microfiche-to-microfiche duplicating equipment – microfiche and microfilm readers – coin operated photocopier.
- Educational Technology Display Area.

SERVICES

- Loans – everything can be borrowed.
- Duplication – free microfiche-to-microfiche service – audio-cassette duplication service of "Voices for Careers" collection.
- Research – a qualified staff to help answer your questions related to occupational information.
- Workshops – a variety of workshops sponsored by the Center - participation in other agencies' workshops.
- Traveling Displays – exciting displays of resources and publications are available for state, county, and local workshops and conferences.
- Orientation Tours – we welcome groups for 30 minute tours of the Center.
- Speakers – we'll come to you, too – with a slide presentation on the Center.
- Evaluation – a field testing program of multi-media resources – consultation services by Center staff.
- Inter-agency Exchange Programs – placement of materials for loan purposes in SEIMC Centers throughout the state.

Feel free to use our resources by phoning, writing or visiting. Ample parking space is available.

E. THE CENTER FOR CONSUMER EDUCATION SERVICES

The Center for Consumer Education Services is a project designed to provide leadership, guidance and assistance to school and community personnel throughout the State in the development and improvement of consumer education programs at all age levels.

The project is funded by the New Jersey State Department of Education, Division of Vocational Education.

This is one of the key demonstration projects of the Home Economics and Consumer Education unit in the Bureau of Vocational-Technical Program Services initiated to stimulate innovation in consumer education curriculum development. Activities of the Center are coordinated by Dr. William L. Johnston who serves as Director of the project.

The Center for Consumer Education Services is located in Building 871 on the Campus of the New Jersey Residential Manpower Center at Edison. (201) 985-1885

SERVICES:

- Provides a work setting for individual and group consultations with teachers, administrators, curriculum coordinators, teacher educators and others interested in developing, extending and improving consumer education programs.
- Promotes innovative and interdisciplinary approaches through institutes and workshops provided on a local, regional and State-wide basis.
- Disseminates pertinent consumer education information concerning evolving program models.
- Provides consultant services to assist in the systematic self-evaluation of present consumer education program development efforts.
- Maintains a comprehensive collection of instructional materials for review at the Center.
- Assists in organizing and activating community resources on a local, regional and statewide basis to enhance, enrich and expand school-community consumer education programs.
- Develops and publishes appropriate educational materials for consumer education.

STEPHEN POLIACIK
Assistant Commissioner of Education
WILLIAM WENZEL
Deputy Assistant Commissioner of Education
JOHN RADVANY
Deputy Assistant Commissioner of Education
JOHN KOENIG
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